



Plantersville Elementary

1668 Exodus drive
Georgetown, South

Grades	PK-5 Elementary School	
Enrollment	128 Students	
Principal	Mr. Shawn Johnson	843-546-8454
Superintendent	Dr. H. Randall Dozier	843-436-7000
Board Chair	Mr. Jim Dumm	843-436-7000

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Good*
2008	Below Average	At-Risk
2007	Below Average	At-Risk
2006	Good	Average
2005	Average	Average

* The School's 2009 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

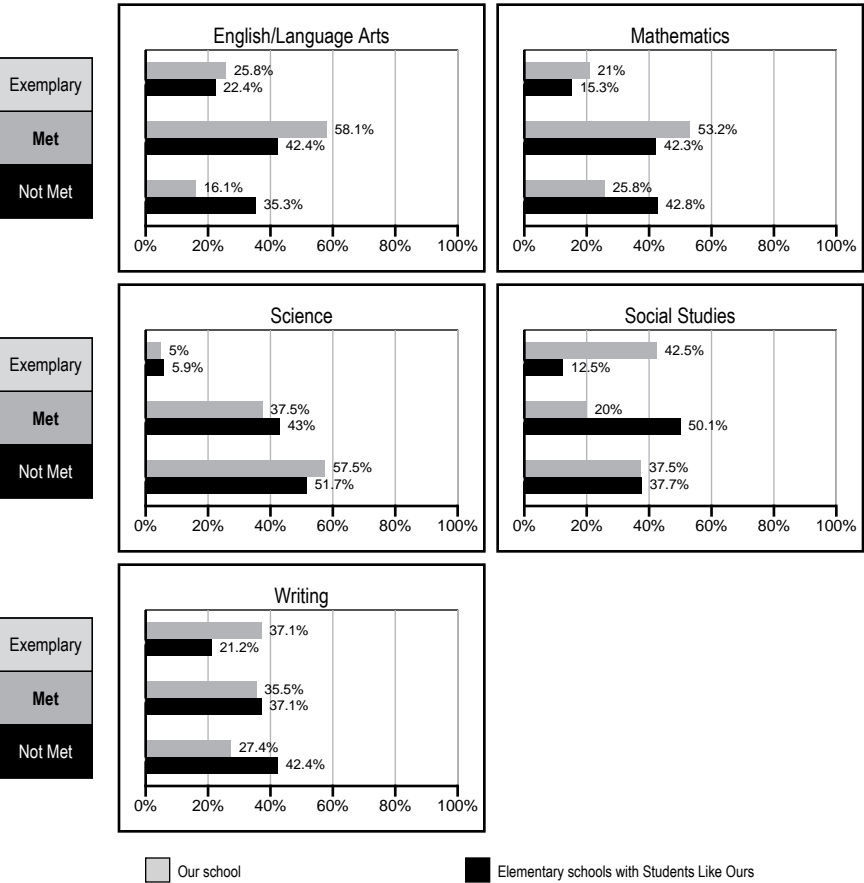
100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	75	63	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=128)				
First graders who attended full-day kindergarten	94.4%	Down from 100.0%	100.0%	100.0%
Retention rate	1.7%	Up from 0.9%	2.5%	1.9%
Attendance rate	98.5%	Down from 99.0%	96.0%	96.3%
Eligible for gifted and talented	7.6%	Up from 5.0%	3.3%	10.0%
With disabilities other than speech	4.4%	Up from 2.2%	7.7%	7.7%
Older than usual for grade	1.0%	Up from 0.0%	1.1%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.0%	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	70.0%	Up from 66.7%	57.1%	59.4%
Continuing contract teachers	60.0%	Down from 66.7%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	84.2%	Down from 88.1%	82.1%	85.9%
Teacher attendance rate	94.2%	Up from 91.8%	95.2%	95.1%
Average teacher salary*	\$44,333	Down 6.8%	\$45,725	\$47,149
Professional development days/teacher	11.4 days	Down from 17.5 days	10.8 days	11.1 days
School				
Principal's years at school	2.0	Up from 1.0	3.0	4.0
Student-teacher ratio in core subjects	14.3 to 1	Up from 13.7 to 1	16.7 to 1	18.8 to 1
Prime instructional time	92.1%	Up from 88.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$14,543	Up 0.3%	\$8,618	\$7,458
Percent of expenditures for instruction**	54.7%	Up from 54.5%	68.3%	68.8%
Percent of expenditures for teacher salaries**	49.2%	Up from 48.6%	62.1%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-2009 school year at Plantersville Elementary was a year of setting higher expectations and of everyone working together to meet goals to ensure that all of our students received the best education possible. Our staff, our students, our parents, and our community all worked hard together to set and meet our goals for the year. As a Title I school, we continue to focus on early detection and assistance for children by providing all-day Pre-K classes, Extended Day opportunities, daily computer lab time, parenting and family programs, regular parent conferences, and staff development opportunities for our teachers.

The addition of a full-time curriculum specialist allowed the administration to closely monitor planning and instruction to ensure that instruction is standards based and reflective of best practices. The curriculum specialist also worked with teachers using Flanagan's Tests for Higher Standards and helped them to prepare common assessments for each subject and grade.

The DIBELS program was used in kindergarten and first grade classes to identify and provide intervention for students with deficient literacy skills. Response to Intervention (RtI) program was also initiated in kindergarten and first grade classes. Literacy Days were held each nine weeks to monitor the progress of the students and to plan and implement intervention strategies.

In our efforts to continue to move our students ahead academically, we continued to focus on data. We collected, analyzed, and used data to identify and plan for needed changes in the instructional program. All of our students in kindergarten through fifth grade took the MAP tests in the Fall, Winter, and Spring of the year. Data and goals were monitored and updated all year. Students used SuccessMaker and Study Island computer programs to work on the academic skill areas they needed to improve.

We placed more emphasis on writing this year by implementing W.O.W. (Writing on Wednesdays) where the entire school focused on a predetermined writing prompt. All of the writing pieces were scored using a rubric. Everyday Math was implemented in Pre-K through third grades. A learning specialist was provided to work with grade 3-5 students three days per week. A targeted area was working with students on the writing process by using the state's writing rubric and the Six Traits of Writing program.

Parent and community involvement has also been a vital part of our successful school year. We saw increased attendance and participation at each PTO and SIC meeting. The Village Group also played an instrumental part by providing funds and incentives for our students as well as seeking to procure grants for the school.

Shawn Johnson, Principal
Carlton McCall, SIC Chairman

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	14	26	25
Percent satisfied with learning environment	57.1%	92.3%	92.0%
Percent satisfied with social and physical environment	64.3%	76.9%	87.5%
Percent satisfied with school-home relations	50.0%	88.5%	88.0%

* Only students at the highest elementary school grade level and their parents were included.

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No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.4%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.6%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	98.5%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	65	100	16.1	58.1	25.8	96.8	81.6	82.8	Yes	Yes
Gender										
Male	38	100	20	51.4	28.6	97.1	77.5	79.3	N/A	N/A
Female	27	100	11.1	66.7	22.2	96.3	86	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	89.9	89.5	I/S	I/S
African American	65	100	16.1	58.1	25.8	96.8	72.4	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	91.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	39.7	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	78.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	62	100	15.3	59.3	25.4	98.3	75.4	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	65	100	25.8	53.2	21	85.5	80.4	78.9	Yes	Yes
Gender										
Male	38	100	20	51.4	28.6	85.7	77.7	77	N/A	N/A
Female	27	100	33.3	55.6	11.1	85.2	83.3	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	88.9	87.2	I/S	I/S
African American	65	100	25.8	53.2	21	85.5	70.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	95.8	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	84.5	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	36.4	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	83.8	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	62	100	25.4	54.2	20.3	86.4	73.7	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	42	100	57.5	37.5	5	42.5	65.8	67.5
Gender								
Male	22	100	55	35	10	45	63.5	67
Female	20	100	N/AV	N/AV	N/AV	40	68.3	68
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	79.6	79.5
African American	42	100	57.5	37.5	5	42.5	50.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	58.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	4	I/S	I/S	I/S	I/S	I/S	26.8	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.1	59.6
Socio-Economic Status								
Subsided meals	39	100	56.8	37.8	5.4	43.2	55.1	55.1

Social Studies

All Students	41	100	37.5	20	42.5	62.5	70.4	72.3
Gender								
Male	24	100	43.5	21.7	34.8	56.5	70	71.5
Female	17	100	29.4	17.6	52.9	70.6	70.8	73.2
Racial/Ethnic Group								
White	N/A	N/AV	N/A	N/A	N/A	N/A	81.6	80.7
African American	41	100	37.5	20	42.5	62.5	58	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	65.8	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	5	I/S	I/S	I/S	I/S	I/S	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	61.3	67.9
Socio-Economic Status								
Subsided meals	38	100	37.8	21.6	40.5	62.2	60.5	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	65	100	27.4	35.5	37.1	72.6	69.5	70.2	98.5	96.2
Gender										
Male	38	100	28.6	31.4	40	71.4	61.9	63.2	98.5	96.1
Female	27	100	25.9	40.7	33.3	74.1	77.7	77.5	98.6	96.3
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	80.2	79.1	N/A	95.6
African American	65	100	27.4	35.5	37.1	72.6	57.9	57.6	98.5	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	84.6	86.2	N/A	97.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.7	62.6	N/A	96.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	93.2
Disability Status										
Disabled	7	I/S	I/S	I/S	I/S	I/S	16.1	26.1	98.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	62.6	61.2	N/A	97.2
Socio-Economic Status										
Subsidized meals	61	100	27.1	37.3	35.6	72.9	59.7	58.9	98.6	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	20	100	22.2	38.9	38.9	77.8
	4	18	100	11.1	72.2	16.7	88.9
	5	27	100	15.4	61.5	23.1	84.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	20	100	50	33.3	16.7	50
	4	18	100	22.2	50	27.8	77.8
	5	27	100	11.5	69.2	19.2	88.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	44.4
	5	14	100	61.5	30.8	7.7	38.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	10	I/S	I/S	I/S	I/S	I/S
	4	18	100	N/AV	N/AV	N/AV	88.9
	5	13	100	46.2	46.2	7.7	53.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	20	100	16.7	27.8	55.6	83.3
	4	18	100	22.2	33.3	44.4	77.8
	5	27	100	38.5	42.3	19.2	61.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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